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ABSTRACT

As part of the annual program review reporting process, colleges in the Illinois Community College System are asked to respond to specific questions regarding current programs provided in an addendum to the state Program Review Guide. This report provides the additional questions for the 1995-96 program review in three sections. The first section provides questions to be addressed in the review of occupational programs, addressing the need for colleges to set higher benchmarks for their occupational student follow-up survey response rates and to develop articulation agreements for programs showing the greatest number of transfer students. The second section includes questions related to the following special focus areas: (1) faculty roles and responsibilities, focusing on faculty development, faculty reward systems, faculty evaluation, and scholarship; (2) the involvement of governing boards in planning, budgeting, and program approval; (3) the formation of a college priority statement, highlighting short-term objectives, decision-making for resource allocation, and program development; and (4) the preparation of an executive summary to the review focusing on low enrollment programs. The third section focuses on the review of undergraduate education. Appendixes provide an index and detailed submission requirements for the program review guide, clarifications to review instructions, a table of occupational programs to be reviewed in 1995-96, and excerpts from the Illinois Board of Higher Education reports related to guidelines for productivity improvements and priority setting. (TGI)

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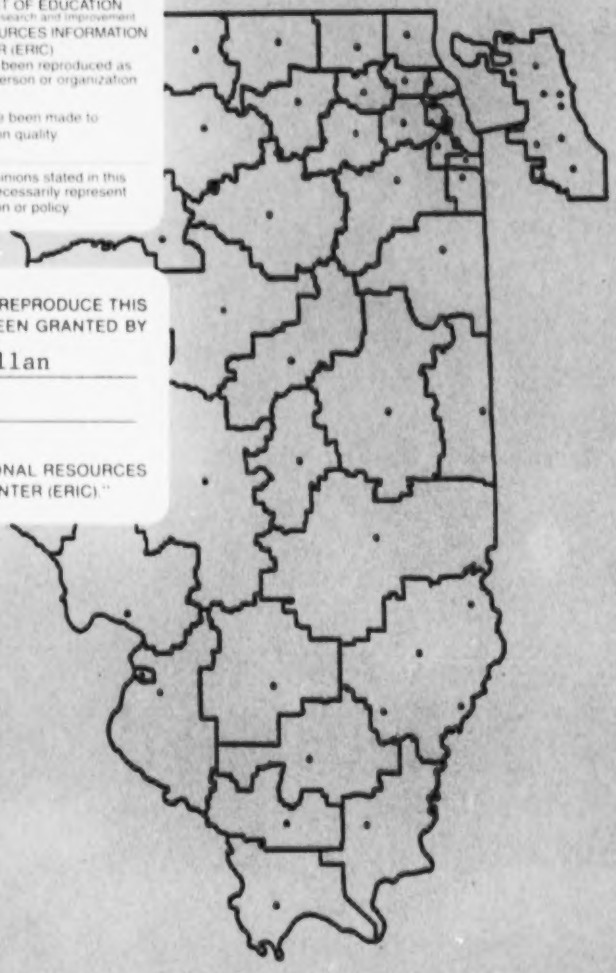
ED 390 491

ADDENDUM

Community College PQP/Program Review

Supplemental Instructions and Reporting Requirements

1995-1996



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Illinois Community College Board

COMMUNITY COLLEGE PQP/PROGRAM REVIEW GUIDE ADDENDUM 1995-1996

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COMMUNITY COLLEGE
PQP/PROGRAM REVIEW GUIDE
ADDENDUM
1995-1996

Introduction

In addition to the standard items included in the *Community College PQP/Program Review Guide* published in December 1993, each year as a part of the PQP/program review reporting process, the colleges are asked to respond to special inquiries based on issues from the Illinois Board of Higher Education and the Illinois Community College Board state-level initiatives. These inquiries vary from year to year and are outlined in an addendum to the guide. The colleges are asked to respond to these inquiries as Part C of their PQP/Program Review Report.

In the 1995-96 report, to be submitted by August 1, 1996, Part C will include two major sections. The first (Part C-l) is a series of special questions to be addressed in the review of occupational programs. The second request (Part C-2) is for information identified in the Board of Higher Education's November 7, 1995, *Priorities, Quality, and Productivity of Illinois Higher Education: Summary and Assessment for 1994-95 and Recommendations for 1995-96* and the Illinois Community College Board's September 1995 *Accountability and Productivity Report for the Illinois Community College System.* Most of this requested information is unique to the 1995-96 submission. However, priorities statements, which were initially requested last year, will be expected as a part of the college's submissions on an ongoing basis. The Executive Summary requested for the first time this year will also be expected as a part of the college's report on an ongoing basis.

Based on input received from the system, the 1995-96 addendum also contains a complete listing of all sections of the PQP/Program Review Report (see Attachment A) and notes clarifying instructions to Part B of the report (see Attachment B - this information is the same as what was contained in last year's Addendum). Attachment C contains statewide information tables for the program areas that will be reviewed during the year. Attachment D contains excerpts from pertinent Illinois Board of Higher Education reports that will provide further insights into relevant topics. For example, Attachment D-1 contains a summary of the IBHE's revised PQP guidelines published in March 1995. Full copies of the various IBHE reports are available upon request.

Part C-1: SPECIAL FOCUS FOR OCCUPATIONAL PROGRAM REVIEWS

This section of the *PQP/Program Review Report* calls for an institutional analysis of information from the student follow-up study, which is distributed to the community college system each October. The follow-up study contains responses obtained from occupational program graduates of selected programs on a standardized student survey, thereby providing a critical "customer" perspective. Data from the survey are an important consideration as colleges evaluate the need, quality, and cost of specific occupational curricula during program review. In the 1995 follow-up survey analysis, various concerns surfaced. Colleges are required to respond to the following series of questions as faculty and staff consider whether programs should be improved through restructuring or other modifications or whether inactivation/withdrawal is appropriate. Since each community college has limited resources, it can only support a given number of programs. These programs should be ones that are of the highest priority to the college based on need, quality, and cost-effectiveness. The economic benefits that accrue to graduates are an important consideration in program review. Programs that produce graduates for whom there are no jobs are a low priority for the students, for the community, and for the college.

The following series of questions arose from the 1995 occupational follow-up survey. If your college offers curricula in any of the following CIP code categories, please respond accordingly. Several issues relate to more than one of the occupational areas included in the 1995 follow-up survey report.

Question C-1.1: The *1995 Occupational Follow-up Study Report* recommended that colleges set higher benchmarks for their occupational student follow-up survey response rates. Institutions, therefore, are requested to provide information about specific current and planned enhancements to track nonrespondents, which will be implemented in an effort to improve the number of responses received from completers. (For further information on conducting surveys, see references cited in the bibliography of the *1995 Occupational Follow-up Study Report*.) (Please limit your response to two pages.)

Question C-1.2: In order to offer students the greatest opportunities for career advancement, articulation of Associate in Applied Science and certificate programs is appropriate. Programs showing the greatest number of transfer students should be targeted for articulation agreements, as well as programs in occupational areas that lend themselves to a career ladder structure. Based on the continuing education information contained in the *1995 Occupational Follow-up Study Report*, colleges are asked to address the level of articulation and efforts to develop or improve it for graduates of the following programs. (Please limit your response to three pages.)

Mental Health Services, CIP 511501, 511502
Social Work, CIP 440701
Small Business Management, CIP 520701
Hotel/Motel & Restaurant Management, CIP 520902
Human Resources Management, CIP 521001

Question C-1.3: Colleges with auto body repair (CIP 470603) and diesel engine repair programs (CIP 470605) are asked to address whether a strong local or regional need exists for these programs. Please include a description of specific current and planned activities to improve the placement of graduates into related jobs. (Please limit your response to two pages.)

Part C-2: IBHE AND ICCB SPECIAL FOCUS QUESTIONS

There are four areas which colleges are asked to address in this portion of the report. Two are issues which were raised in the Board of Higher Education's report, *Priorities, Quality, and Productivity of Illinois Higher Education: Summary and Assessment for 1994-95 and Recommendations for 1995-96* (November 1995), one is an update of college Priorities Statements which were initially submitted in fiscal year 1995, and the last is an Executive Summary which will be distributed systemwide to provide a concise description of actions which resulted from colleges' PQP/Program Review analyses. The four areas are described in detail below.

C-2.1: **Faculty Roles and Responsibilities.**
(Refer to Program Approval and PQP/Program Review Workshop handout, *Faculty Roles and Responsibilities*, November 7, 1995.) Colleges are asked to identify Mission Statements and corresponding Priorities Statements or institutional goals which relate to faculty roles and responsibilities. This may include statements relating to career, transfer, and community education; economic development; public service programs; cultural enrichment activities; etc. Once identified, colleges should describe initiatives, policies, and procedures relating to (1) faculty development, (2) reward systems, (3) faculty evaluation, and (4) scholarship which advance these institutional priorities and the college's mission.

The following specific questions may guide a college's responses:

Faculty Development: (Please limit your response to two pages.) In what activities has the college engaged to strengthen faculty development as it relates to the college mission? How are funds allocated? To what extent are both full-time and part-time faculty included? Does the college have a mentoring program? Is faculty development the responsibility of a specific office? Which one? What topics have been the focus of workshops, orientations, or other events at your college during the past year?

Reward Systems: (Please limit your response to one page.) How do tenure, promotion, and salary policies promote the college's mission, priorities, and objectives?

Faculty Evaluation: (Please limit your response to one page.) What is the college's policy on the evaluation of teaching? What types of evaluation are conducted -- student reviews, peer review, teaching portfolios, or other? Are faculty evaluations used in all instructional programs (baccalaureate/transfer, occupational, vocational, adult education, remedial)? Are both part-time and full-

time faculty included? How do the outcomes of the evaluations impact the teaching and learning process and, thereby, advance the college's mission and priorities?

Scholarship: (Please limit your response to two pages.) What types of incentives are available to encourage faculty scholarship and research? Describe the types of materials (such as conference papers, publications, instructional materials, research/technical reports, community informational materials, exhibits and performances in the fine arts, technical innovations, etc.) faculty have produced in the past year.

C-2.2: **Governing Board Involvement.**
In its report, *Priorities, Quality, and Productivity of Illinois Higher Education Summary and Assessment for 1994-95 and Recommendations for 1995-96*, the Illinois Board of Higher Education requested that colleges and universities address how governing boards are involved in integrating the Priorities, Quality, and Productivity initiative into their planning, priority setting, budgeting, and program approval, and decision-making processes in their August 1996 report submissions. Please describe the process and extent of involvement at your institution. (Please limit your response to one page.)

C-2.3: **Annually Updated Priorities Statements**
The *Priorities, Quality, and Productivity of Illinois Higher Education: Summary and Assessment for 1993-94 and Recommendations for 1994-95* (November 1994, page 51) contained the following reference to Priorities Statements: (Colleges should use) *'focus statements and well-defined priorities statements to make decisions in planning, budget development, internal budget allocation, program review, and program development."* (Please limit your response to two pages).

Last year was the first time that community colleges were asked to submit Priorities Statements in their PQP/Program Review submissions. As indicated at that time, Priorities Statements are to be reviewed and updated on an annual basis. Last year's Priorities Statements should be carefully examined in view of changes at the college and in the external environment. The updated Priorities Statements should focus on new and ongoing initiatives at the college. Current and future college resource allocation and program development should be consistent with these stated priorities.

College Priorities Statements are an important component in identifying special initiatives associated with the ICCB's System Operating Budget and are carefully considered by IBHE staff in making their budget recommendations. Each college's Priorities Statements and an Executive Summary of each institution's PQP/Program Review Report will be shared with a very wide audience. The importance of thoughtfully constructing Priorities Statements and using them to guide institutional decision making cannot be overstated.

As described in last year's *Addendum*, Priorities Statement are brief (one- to two-page) descriptions of the college's priorities identifying the specific short-term objectives to be pursued. Priorities Statement should be derived directly from, and be consistent with, the college's mission and focus. These statements should focus on specific, short-term objectives. The priorities addressed in the statement may encompass all aspects of the college's activities,

including objectives related to students, faculty, administration, and public service as well as program development. The Priorities Statement should provide the context for program reviews; productivity reports; and new, discontinued, and inactivated program requests.

Annually updated Priority Statements are submitted with PQP/Program Review and should:

(1) Identify short-term objectives to be achieved in specific terms,
(2) Clearly guide decision making for resource allocation and reallocation, and
(3) Provide a program development plan for specific programs; e.g., new programs, expansion of existing programs, improvement or change in a program coming out of program review. The statement should specifically identify any new programs for which the college plans to submit a proposal for approval during the planning year. Based on the college's mission, priorities statements should identify short-term program directions to be initiated or continued during the planning year. These program plans will be the object of investment of new resources as well as of reinvestment of existing resources made available through productivity improvements. The program development plan should focus on initiatives that are fiscally feasible and for which the source of required resources has been identified.

Examples of Priorities Statement items include:

Increase Access, Retention, and Graduation

- Improve graduation rates by 10 percent in the next three years.
- Enhance underrepresented groups participation, persistence, and completion rates by 15 percent over the next three years.
- Continue and expand cooperation with four-year colleges and universities to improve transfer of minority students through Project MORE.

Improve the College's Teaching, Learning, and Working Environment

- Reallocate 2.5 percent of the operating budget each year to enhance employee salaries.
- Continue the Faculty Development Fund at $250,000 annually in order to support seminars, workshops, and conferences to improve the teaching and scholarly development of faculty members.
- Improve access to information technologies by upgrading software and establishing a Campus Area Network that interconnects department area networks; the college's central computing system; and state, national, and international networks.

Achieve Excellence in Education

- Complete the review and revision of the general education curriculum to become effective in fall 1995.
- Reallocate funds to implement the improvements recommended in the review of the following programs: Nursing, Business Administration, and Construction Trades.

- Develop and implement the following programs that capitalize on the college's strength and that respond to specific occupations demands: Respiratory Therapy Assisting and Occupational Therapy Assisting.

Promote Service to the Region/Community

- Increase distance learning and internet opportunities by assisting area high schools to obtain interactive classrooms and internet connections in the next three years.

Preserve and Develop the College's Physical Facilities

- Implement the preventive and routine maintenance schedule developed in fiscal year 1993.
- Complete replacement of obsolete chiller units to improve energy efficiency of the college's heating and refrigeration plant (by spring 1995).

Colleges might find it helpful to review the statewide strategic plan -- *Vision 2000* as they respond to this request. It might also be beneficial to review Priorities Statements submitted by their colleagues from other institutions. A September 6, 1995, IBHE Board Item contains Priorities Statements from all institutions.

C2.4: **Executive Summary**

This year the IBHE has requested that each community college provide an Executive Summary of their PQP/Program Review Report. The Executive Summary will be widely circulated among members of the higher education community and interested others. The Executive Summary should capture the essence of the longer college reports. Details about the suggested length and format of the Executive Summary will be provided in the spring. (Please limit your response to one page.)

Low Enrollment Programs.

Colleges are also reminded that they need to analyze data related to selected low enrollment programs. Colleges with low enrollment programs should have already received letters indicating the specific programs they need to report on this year. As you will recall, low enrollment reporting has been placed on a schedule to coincide with the Program Review cycle. The criteria used to identify low enrollment programs are those in which the immediate past year's enrollment or the past three years' average enrollment is below ten **and** which have a CIP code corresponding to those scheduled for Program Review in the current fiscal year.

In addition, in previous low enrollment reporting, colleges sometimes indicated they planned to closely monitor a given program during the coming year. In other cases, reasons, such as, "the program is relatively new," have been provided to justify low enrollments. Each college's list of low enrollment programs may include these types of programs which are not scheduled for a regular program review.

Colleges should use Form A-1 for Instructional (Occupational) curricula to provide sufficient information to justify the continuation or discontinuation of either regularly or specially scheduled low enrollment programs.

Upcoming Topics for Fiscal Year 1997.
As an information item only, colleges may wish to be aware that in the report, *Priorities, Quality, and Productivity of Illinois Higher Education Assessment of Institutional Actions in 1994-1995*, the Illinois Board of Higher Education recommended focusing efforts to achieve higher quality and greater productivity by: "assisting in a study of efforts to strengthen academic preparation for higher education and the nature, scope, and effectiveness of remedial and developmental education programs offered by colleges and universities in Illinois." The IBHE and ICCB plan to conduct a study from which policy issues and recommendations may arise. These issues will probably become topics for focus questions in fiscal years 1996-97. There is no report requirement in this topic area for 1995-1996.

Part D: REVIEW OF UNDERGRADUATE EDUCATION

The topics to address in the Review of Undergraduate Education which is due on August 1, 1996, are: Student Advising, Transfer and Articulation, and Career Planning and Placement. Please refer to pages 15 and 50 of the *PQP/Program Review Guide* (December 1993) for further information about this submission.

ATTACHMENT A

INDEX AND DETAILED SUBMISSION REQUIREMENTS
FOR
DECEMBER 1993 COMMUNITY COLLEGE PQP/PROGRAM REVIEW GUIDE
AND
1995-1996 ADDENDUM

INDEX AND
DETAILED SUBMISSION REQUIREMENTS

Part A Forms: (submitted in hardcopy format only) — POP/PR Guide Page

Form A-1 Instructional Programs: Occupational — 29
(Complete a separate form for each program.)

Form A-2 Instructional Programs: Academic Disciplines — 30
(Complete a separate form for each program.)

Form A-3 Instructional Programs: Developmental Education — 31
(Complete a separate form for each program.)

Form A-4 Academic and Support Programs — 32
(Complete a separate form for each program.)

Form A-5 Overall Academic Productivity — 33
(Complete one form. It is not necessary to address all questions in any one year; but all questions must be addressed within five years.)

Form A-6 Administrative Productivity — 34
(Complete one form. It is not necessary to address all questions in any one year; but all questions must be addressed within five years.)

Form A-7 Public Service Productivity — 35
(Complete one form. It is not necessary to address all questions in any one year; but all questions must be addressed within five years.)

Part B Forms: (submitted in both hardcopy and computer-readable formats)

In Part B include actions taken resulting from items described on the corresponding Part A Form, as well as any additional quality or productivity enhancement that occurred at the college during the current fiscal year. Report both the sources of funds for reallocation and the targets for reinvestment in Part B.

	POP/PR Guide Page
Form B-1 Instructional Program Action Summary (Corresponds to Forms A-1, A-2, and A-3.)	36
Form B-2 Academic and Student Support Action Summary (Corresponds to Form A-4.)	37
Form B-3 Overall Academic Function Action Summary (Corresponds to Form A-5.)	38
Form B-4 Administrative Function Action Summary (Corresponds to Form A-6.)	39
Form B-5 Public Service Function Action Summary (Corresponds to Form A-7.)	40

Part C Questions:	POP/PR Guide Addendum Page
Form C-1 Special Focus for Occupational Program Reviews (Address questions associated with all listed programs offered at your college in narrative form.)	2
Form C-2 Special PQP Focus Questions (Address all broad question areas in narrative form.)	3

Part D Questions:	POP/PR Guide Page
Annual Review of Undergraduate Education (Address the designated issues in narrative form.)	50

Other	POP/PR Guide Page
Five-Year Program Review Schedule (Enclose a copy of the schedule for your college.)	3

ATTACHMENT B

CLARIFICATION TO INSTRUCTIONS FOR PART B
OF THE
COMBINED PQP/PROGRAM REVIEW GUIDE

CLARIFICATION TO INSTRUCTIONS FOR PART B OF THE COMBINED PQP/PROGRAM REVIEW GUIDE (IDENTICAL TO 1994-95 COMMENTS)

- Report both the sources of funds for reallocation and the targets for reinvestment in the Action Summary Tables (Part B). This information was inconsistently reported last year. Efforts to provide the information should increase based on the IBHE's request for data. In *Priorities, Quality, and Productivity of Illinois Higher Education: Summary and Assessment for 1993-94 and Recommendations for 1994-95* the IBHE directed community colleges to specify where reallocated funds are being redirected: ". . . community colleges should distinguish and report both the sources of funds for reallocation and the targets for reinvestment." (page 45)

- Initiatives that saved money or resulted in reallocations should be reported first. After a complete listing of initiatives that saved money, list activities that required an investment of college funds.

- Make a concerted effort to include specific initiatives aimed at enhancing program quality in the report.

- Report money, goods, or services received from external sources -- grants, gifts, foundation, etc. -- as dollars saved/reallocated. Colleges are encouraged to include the name of the business or individual that provided donated funds, goods, or services.

- Begin each initiative description with a verb (e.g., created, eliminated, planned, recommended, obtained, implemented, improved, initiated, updated, purchased, expanded, etc.)

- Include the program or activity name in the initiative description.

- Keep each initiative description to a maximum of five lines. The preferred length is two to three lines.

- Include sufficient information in the initiative description so the reader has a good idea about what was accomplished.

- It is acceptable to report initiatives without the accompanying dollar amount listed. However, colleges are encouraged to report actual or estimated dollar figures whenever possible.

- Do <u>not</u> separate initiative descriptions with blank lines.

ATTACHMENT C

DATA TABLES

FOR OCCUPATIONAL PROGRAMS TO BE REVIEWED
IN FISCAL YEAR 1996

Illinois Community College Board
STATEWIDE DATA FOR PROGRAM REVIEW

010201 - AGRICULTURAL MECHANIZATION, GENERAL
9 programs – 3 are low enrollment

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	1,558	2,105	1,639	1,956	2,194
Unit Cost	192.25	168.49	216.41	209.79	198.59
Enrollment	144	179	190	202	210
Completers	30	56	51	45	61

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	28
% Employed	89.3
% Employed Full-Time	100.0
% Employed Part-Time	0.0
Ave. Hourly Salary - FT	$9.81
Ave. Hourly Salary - PT	–
% Employed in Related Field	83.3
% Continuing Education	18.5
Satisfaction with Current Employment**	4.3

131501 - TEACHER ASSISTANT/AIDE (formerly 200205)
16 programs – 1 is low enrollment

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	745	969	769	958	949
Unit Cost	148.87	149.60	185.83	153.87	174.45
Enrollment	734	738	642	589	656
Completers	52	52	51	41	38

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	18
% Employed	66.7
% Employed Full-Time	91.7
% Employed Part-Time	8.3
Ave. Hourly Salary - FT	$6.65
Ave. Hourly Salary - PT	$6.75
% Employed in Related Field	75.0
% Continuing Education	18.8
Satisfaction with Current Employment**	4.4

*Some respondents did not reply to all survey questions
**Ranges from 1 (very dissatisfied) to 5 (very satisfied)
SOURCES OF DATA: Annual Enrollment and Completion Data, Occupational Follow-up Study Survey

Illinois Community College Board
STATEWIDE DATA FOR PROGRAM REVIEW

150603 - INDUSTRIAL MFTG TECHNOLOGY
14 programs – 1 is low enrollment

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	3,468	3,138	3,002	2,949	2,680
Unit Cost	178.79	166.44	181.75	198.77	218.66
Enrollment	1,086	1,081	716	819	982
Completers	65	65	50	55	28

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	39
% Employed	100.0
% Employed Full-Time	97.4
% Employed Part-Time	2.6
Ave. Hourly Salary - FT	$14.36
Ave. Hourly Salary - PT	$8.00
% Employed in Related Field	92.3
% Continuing Education	23.1
Satisfaction with Current Employment**	4.2

150605 - CORROSION TECHNOLOGY
1 program – low enrollment

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	–	–	–	42	28
Unit Cost	–	–	–	181.29	155.93
Enrollment	–	–	–	2	3
Completers	–	–	–	0	0

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	–
% Employed	–
% Employed Full-Time	–
% Employed Part-Time	–
Ave. Hourly Salary - FT	–
Ave. Hourly Salary - PT	–
% Employed in Related Field	–
% Continuing Education	–
Satisfaction with Current Employment**	–

*Some respondents did not reply to all survey questions
**Ranges from 1 (very dissatisfied) to 5 (very satisfied)
SOURCES OF DATA: Annual Enrollment and Completion Data, Occupational Follow-up Study Survey

Illinois Community College Board
STATEWIDE DATA FOR PROGRAM REVIEW

150607 - PLASTICS TECHNOLOGY/TECHNICIAN (formerly 480604, 480699)
4 programs – 2 are low enrollment

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	543	501	886	902	1,010
Unit Cost	101.18	126.02	114.62	139.67	119.36
Enrollment	131	119	183	136	156
Completers	18	23	19	14	13

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	3
% Employed	100.0
% Employed Full-Time	100.0
% Employed Part-Time	0.0
Ave. Hourly Salary - FT	$14.05
Ave. Hourly Salary - PT	–
% Employed in Related Field	100.0
% Continuing Education	0.0
Satisfaction with Current Employment**	4.7

150611 - METALLURGICAL TECHNOLOGY/TECHNICIAN (formerly 150610, 410303)
3 programs

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	2,207	1,925	1,909	1,445	2,424
Unit Cost	133.06	139.86	163.53	197.91	152.92
Enrollment	165	160	134	104	105
Completers	7	5	6	5	4

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	3
% Employed	66.6
% Employed Full-Time	100.0
% Employed Part-Time	0.0
Ave. Hourly Salary - FT	$35.81
Ave. Hourly Salary - PT	–
% Employed in Related Field	100.0
% Continuing Education	0.0
Satisfaction with Current Employment**	5.0

*Some respondents did not reply to all survey questions
**Ranges from 1 (very dissatisfied) to 5 (very satisfied)
SOURCES OF DATA: Annual Enrollment and Completion Data, Occupational Follow-up Study Survey

Illinois Community College Board
STATEWIDE DATA FOR PROGRAM REVIEW

150901 - MINING TECHNOLOGY/TECHNICIAN
2 programs – 1 is low enrollment

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	3,909	3,487	3,411	2,850	5,729
Unit Cost	112.51	178.51	98.02	107.47	227.27
Enrollment	145	144	175	147	163
Completers	7	0	34	5	1

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	1
% Employed	100.0
% Employed Full-Time	100.0
% Employed Part-Time	0.0
Ave. Hourly Salary - FT	$21.50
Ave. Hourly Salary - PT	–
% Employed in Related Field	100.0
% Continuing Education	0.0
Satisfaction with Current Employment**	4.0

200202 - CHILD CARE PROVIDER/ASSISTANT (formerly 200204)
43 programs – 1 is low enrollment

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	33,659	38,620	39,975	38,864	41,171
Unit Cost	130.01	132.36	134.20	136.50	143.94
Enrollment	6,299	6,425	6,845	6,958	7,287
Completers	513	557	603	676	636

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	345
% Employed	85.2
% Employed Full-Time	83.7
% Employed Part-Time	16.3
Ave. Hourly Salary - FT	$7.26
Ave. Hourly Salary - PT	$7.45
% Employed in Related Field	4.2
% Continuing Education	24.0
Satisfaction with Current Employment**	4.2

*Some respondents did not reply to all survey questions
**Ranges from 1 (very dissatisfied) to 5 (very satisfied)
SOURCES OF DATA: Annual Enrollment and Completion Data, Occupational Follow-up Study Survey

Illinois Community College Board
STATEWIDE DATA FOR PROGRAM REVIEW

410101 - BIOTECHNOLOGY
1 program

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	–	–	–	–	–
Unit Cost	–	–	–	–	–
Enrollment	0	0	0	0	26
Completers	0	0	0	0	0

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	–
% Employed	–
% Employed Full-Time	–
% Employed Part-Time	–
Ave. Hourly Salary - FT	–
Ave. Hourly Salary - PT	–
% Employed in Related Field	–
% Continuing Education	–
Satisfaction with Current Employment**	–

410205 - NUCLEAR POWER TECHNOLOGY (formerly 410202)
2 programs

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	411	529	1,042	1,236	702
Unit Cost	166.96	85.86	133.32	119.29	230.18
Enrollment	69	67	78	115	66
Completers	0	2	2	4	0

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	1
% Employed	100.0
% Employed Full-Time	100.0
% Employed Part-Time	0.0
Ave. Hourly Salary - FT	–
Ave. Hourly Salary - PT	–
% Employed in Related Field	100.0
% Continuing Education	100.0
Satisfaction with Current Employment**	–

*Some respondents did not reply to all survey questions
**Ranges from 1 (very dissatisfied) to 5 (very satisfied)
SOURCES OF DATA: Annual Enrollment and Completion Data, Occupational Follow-up Study Survey

Illinois Community College Board
STATEWIDE DATA FOR PROGRAM REVIEW

410301 - CHEMICAL TECHNOLOGY/TECHNICIAN
4 programs – 1 is low enrollment

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	–	–	–	–	–
Unit Cost	–	–	–	–	–
Enrollment	84	118	72	62	62
Completers	11	19	9	9	14

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	5
% Employed	80.0
% Employed Full-Time	75.0
% Employed Part-Time	25.0
Ave. Hourly Salary - FT	$18.87
Ave. Hourly Salary - PT	–
% Employed in Related Field	50.0
% Continuing Education	20.0
Satisfaction with Current Employment**	5.0

440401 - PUBLIC ADMINISTRATION
1 program

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	417	402	426	222	621
Unit Cost	163.65	140.10	164.82	165.60	71.91
Enrollment	100	53	28	4	0
Completers	0	0	0	0	0

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	–
% Employed	–
% Employed Full-Time	–
% Employed Part-Time	–
Ave. Hourly Salary - FT	–
Ave. Hourly Salary - PT	–
% Employed in Related Field	–
% Continuing Education	–
Satisfaction with Current Employment**	–

*Some respondents did not reply to all survey questions
**Ranges from 1 (very dissatisfied) to 5 (very satisfied)
SOURCES OF DATA: Annual Enrollment and Completion Data, Occupational Follow-up Study Survey

Illinois Community College Board
STATEWIDE DATA FOR PROGRAM REVIEW

440701 - SOCIAL WORK
15 programs

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	5,740	5,768	5,654	5,697	5,911
Unit Cost	135.14	138.50	135.15	183.29	175.82
Enrollment	1,043	1,568	1,654	1,554	1,628
Completers	76	84	135	112	130

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	51
% Employed	76.5
% Employed Full-Time	71.8
% Employed Part-Time	28.2
Ave. Hourly Salary - FT	$10.34
Ave. Hourly Salary - PT	$6.49
% Employed in Related Field	66.7
% Continuing Education	41.2
Satisfaction with Current Employment**	4.5

460101 - MASON & TILESETTER (formerly 460102)
3 programs – 2 are low enrollment

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	360	369	911	833	1,526
Unit Cost	138.94	158.35	121.72	137.32	153.77
Enrollment	9	10	17	13	70
Completers	0	0	2	0	3

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	–
% Employed	–
% Employed Full-Time	–
% Employed Part-Time	–
Ave. Hourly Salary - FT	–
Ave. Hourly Salary - PT	–
% Employed in Related Field	–
% Continuing Education	–
Satisfaction with Current Employment**	–

*Some respondents did not reply to all survey questions
**Ranges from 1 (very dissatisfied) to 5 (very satisfied)
SOURCES OF DATA: Annual Enrollment and Completion Data, Occupational Follow-up Study Survey

Illinois Community College Board
STATEWIDE DATA FOR PROGRAM REVIEW

460201 - CARPENTER (formerly 460299)
3 programs

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	7,055	6,988	8,251	6,938	8,134
Unit Cost	125.81	129.44	130.97	169.90	190.34
Enrollment	299	210	162	109	109
Completers	14	13	4	5	6

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	2
% Employed	100.0
% Employed Full-Time	100.0
% Employed Part-Time	0.0
Ave. Hourly Salary - FT	$10.62
Ave. Hourly Salary - PT	–
% Employed in Related Field	0.0
% Continuing Education	50.0
Satisfaction with Current Employment**	–

470302 - HEAVY EQUIPMENT MAINTENANCE & REPAIR
1 program

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	78	91	49	65	82
Unit Cost	134.38	169.45	189.04	138.69	177.88
Enrollment	71	60	51	49	54
Completers	5	3	0	5	2

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	3
% Employed	100.0
% Employed Full-Time	100.0
% Employed Part-Time	0.0
Ave. Hourly Salary - FT	$20.30
Ave. Hourly Salary - PT	–
% Employed in Related Field	100.0
% Continuing Education	66.6
Satisfaction with Current Employment**	2.5

*Some respondents did not reply to all survey questions
**Ranges from 1 (very dissatisfied) to 5 (very satisfied)
SOURCES OF DATA: Annual Enrollment and Completion Data, Occupational Follow-up Study Survey

Illinois Community College Board
STATEWIDE DATA FOR PROGRAM REVIEW

470303 - INDUSTRIAL MACHINERY MAINT & REPAIR (formerly 470301)
18 programs – 5 are low enrollment

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	2,140	2,151	2,181	2,222	2,600
Unit Cost	142.45	142.71	160.73	221.89	164.46
Enrollment	651	498	597	580	593
Completers	54	43	79	70	73

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	34
% Employed	85.3
% Employed Full-Time	100.0
% Employed Part-Time	0.0
Ave. Hourly Salary - FT	$12.24
Ave. Hourly Salary - PT	–
% Employed in Related Field	70.0
% Continuing Education	16.1
Satisfaction with Current Employment**	4.3

470399 - INDUSTRIAL EQUIPMENT MAINT & REPAIR (formerly 470304)
1 program – low enrollment

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	889	663	–	–	–
Unit Cost	57.13	70.92	–	–	–
Enrollment	43	57	11	4	4
Completers	5	6	5	1	0

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	0
% Employed	–
% Employed Full-Time	–
% Employed Part-Time	–
Ave. Hourly Salary - FT	–
Ave. Hourly Salary - PT	–
% Employed in Related Field	–
% Continuing Education	–
Satisfaction with Current Employment**	–

*Some respondents did not reply to all survey questions
**Ranges from 1 (very dissatisfied) to 5 (very satisfied)
SOURCES OF DATA: Annual Enrollment and Completion Data, Occupational Follow-up Study Survey

Illinois Community College Board
STATEWIDE DATA FOR PROGRAM REVIEW

470603 - AUTO/AUTOMOTIVE BODY REPAIRER
19 programs -- 2 are low enrollment

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	8,083	7,945	7,335	6,873	5,479
Unit Cost	158.96	153.64	165.61	157.28	204.13
Enrollment	544	520	483	510	465
Completers	106	128	125	119	101

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	32
% Employed	90.6
% Employed Full-Time	89.7
% Employed Part-Time	10.3
Ave. Hourly Salary - FT	$9.29
Ave. Hourly Salary - PT	$8.78
% Employed in Related Field	51.7
% Continuing Education	16.1
Satisfaction with Current Employment**	4.1

470604 - AUTO/AUTOMOTIVE MECHANIC/TECHNICIAN (formerly 470699)
37 programs

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	44,175	47,317	45,873	43,124	40,798
Unit Cost	184.37	177.06	180.34	204.44	216.05
Enrollment	3,766	188	3,464	3,412	2,984
Completers	531	552	463	485	415

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	159
% Employed	85.5
% Employed Full-Time	94.1
% Employed Part-Time	5.9
Ave. Hourly Salary - FT	$9.78
Ave. Hourly Salary - PT	$8.34
% Employed in Related Field	73.7
% Continuing Education	23.7
Satisfaction with Current Employment**	4.0

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**Ranges from 1 (very dissatisfied) to 5 (very satisfied)
SOURCES OF DATA: Annual Enrollment and Completion Data, Occupational Follow-up Study Survey

Illinois Community College Board
STATEWIDE DATA FOR PROGRAM REVIEW

470605 - DIESEL ENGINE MECHANIC & REPAIRER
10 programs – 2 are low enrollment

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	3,559	3,838	3,628	3,322	3,285
Unit Cost	220.77	191.13	198.88	217.23	169.76
Enrollment	191	221	220	202	165
Completers	48	63	66	65	58

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	19
% Employed	68.4
% Employed Full-Time	100.0
% Employed Part-Time	0.0
Ave. Hourly Salary - FT	$10.75
Ave. Hourly Salary - PT	--
% Employed in Related Field	84.6
% Continuing Education	52.6
Satisfaction with Current Employment**	4.5

470606 - SMALL ENGINE MECHANIC & REPAIRER
5 programs – 2 are low enrollment

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	3,632	3,659	2,958	3,049	2,797
Unit Cost	146.40	142.14	124.71	143.49	147.50
Enrollment	185	190	145	142	140
Completers	57	65	76	55	50

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	1
% Employed	0.0
% Employed Full-Time	--
% Employed Part-Time	--
Ave. Hourly Salary - FT	--
Ave. Hourly Salary - PT	--
% Employed in Related Field	--
% Continuing Education	0.0
Satisfaction with Current Employment**	--

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**Ranges from 1 (very dissatisfied) to 5 (very satisfied)
SOURCES OF DATA: Annual Enrollment and Completion Data, Occupational Follow-up Study Survey

Illinois Community College Board
STATEWIDE DATA FOR PROGRAM REVIEW

470609 - AVIATION SYSTEMS & AVIONICS MAINT TECHNICIAN (formerly 470602)
3 programs

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	11,805	24,304	24,483	20,027	15,439
Unit Cost	123.81	143.05	102.32	113.51	341.67
Enrollment	680	935	1,103	1,042	710
Completers	91	139	233	233	116

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	64
% Employed	92.2
% Employed Full-Time	88.1
% Employed Part-Time	11.9
Ave. Hourly Salary - FT	$13.28
Ave. Hourly Salary - PT	$9.27
% Employed in Related Field	55.9
% Continuing Education	21.0
Satisfaction with Current Employment**	4.2

480303 - UPHOLSTERER
1 program

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	568	327	204	180	–
Unit Cost	89.45	129.41	144.74	263.19	–
Enrollment	27	19	16	12	0
Completers	7	8	3	0	0

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	–
% Employed	–
% Employed Full-Time	–
% Employed Part-Time	–
Ave. Hourly Salary - FT	–
Ave. Hourly Salary - PT	–
% Employed in Related Field	–
% Continuing Education	–
Satisfaction with Current Employment**	–

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**Ranges from 1 (very dissatisfied) to 5 (very satisfied)
SOURCES OF DATA: Annual Enrollment and Completion Data, Occupational Follow-up Study Survey

Illinois Community College Board
STATEWIDE DATA FOR PROGRAM REVIEW

490102 - AIRCRAFT PILOT AND NAVIGATOR
4 programs -- 1 is low enrollment

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	687	1,011	1,632	950	229
Unit Cost	191.72	154.32	142.93	142.53	211.52
Enrollment	206	269	358	289	96
Completers	11	6	12	23	10

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	13
% Employed	84.6
% Employed Full-Time	63.6
% Employed Part-Time	36.4
Ave. Hourly Salary - FT	$17.63
Ave. Hourly Salary - PT	$7.88
% Employed in Related Field	60.0
% Continuing Education	30.5
Satisfaction with Current Employment**	3.7

490104 - AVIATION MANAGEMENT
1 program

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	–	–	–	–	–
Unit Cost	–	–	–	–	–
Enrollment	41	34	40	19	17
Completers	4	3	2	3	6

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	1
% Employed	100.0
% Employed Full-Time	0.0
% Employed Part-Time	100.0
Ave. Hourly Salary - FT	–
Ave. Hourly Salary - PT	$15.00
% Employed in Related Field	0.0
% Continuing Education	100.0
Satisfaction with Current Employment**	–

*Some respondents did not reply to all survey questions
**Ranges from 1 (very dissatisfied) to 5 (very satisfied)
SOURCES OF DATA: Annual Enrollment and Completion Data, Occupational Follow-up Study Survey

Illinois Community College Board
STATEWIDE DATA FOR PROGRAM REVIEW

490107 - AIRCRAFT PILOT (PRIVATE)
2 programs – both are low enrollment

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	737	1,154	1,518	660	356
Unit Cost	169.51	148.88	168.57	191.47	278.02
Enrollment	3	3	4	6	3
Completers	1	1	0	0	0

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	–
% Employed	–
% Employed Full-Time	–
% Employed Part-Time	–
Ave. Hourly Salary - FT	–
Ave. Hourly Salary - PT	–
% Employed in Related Field	–
% Continuing Education	–
Satisfaction with Current Employment**	–

490205 - TRUCK/BUS/OTHER COMMERCIAL VEHICLE OPERATORS
3 programs

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	2,168	2,256	2,430	2,817	3,233
Unit Cost	246.74	377.93	198.46	194.48	202.12
Enrollment	166	82	132	245	279
Completers	2	0	0	31	84

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	12
% Employed	100.0
% Employed Full-Time	83.3
% Employed Part-Time	16.7
Ave. Hourly Salary - FT	$13.71
Ave. Hourly Salary - PT	$8.00
% Employed in Related Field	90.9
% Continuing Education	0.0
Satisfaction with Current Employment**	3.3

*Some respondents did not reply to all survey questions
**Ranges from 1 (very dissatisfied) to 5 (very satisfied)
SOURCES OF DATA: Annual Enrollment and Completion Data, Occupational Follow-up Study Survey

Illinois Community College Board
STATEWIDE DATA FOR PROGRAM REVIEW

510205 - SIGN LANGUAGE INTERPRETER (formerly 440710)
3 programs

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	6,056	7,206	7,066	7,443	8,039
Unit Cost	135.64	140.98	160.42	147.35	154.81
Enrollment	287	317	294	301	374
Completers	51	63	56	89	83

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	45
% Employed	93.3
% Employed Full-Time	61.9
% Employed Part-Time	38.1
Ave. Hourly Salary - FT	$14.17
Ave. Hourly Salary - PT	$13.70
% Employed in Related Field	69.0
% Continuing Education	27.3
Satisfaction with Current Employment**	4.5

510801 - MEDICAL ASSISTANT (formerly 170503)
4 programs -- 2 are low enrollment

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	613	656	777	854	852
Unit Cost	204.05	164.77	167.63	154.50	153.68
Enrollment	136	162	160	180	184
Completers	26	21	43	47	60

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	32
% Employed	93.8
% Employed Full-Time	80.0
% Employed Part-Time	20.0
Ave. Hourly Salary - FT	$8.25
Ave. Hourly Salary - PT	$8.97
% Employed in Related Field	96.7
% Continuing Education	6.3
Satisfaction with Current Employment**	4.3

*Some respondents did not reply to all survey questions
**Ranges from 1 (very dissatisfied) to 5 (very satisfied)
SOURCES OF DATA: Annual Enrollment and Completion Data, Occupational Follow-up Study Survey

Illinois Community College Board
STATEWIDE DATA FOR PROGRAM REVIEW

510803 - OCCUPATIONAL THERAPY ASSISTANT (formerly 170808)
5 programs

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	1,782	1,987	3,152	3,806	4,530
Unit Cost	211.77	202.49	166.19	170.43	177.29
Enrollment	425	524	751	839	855
Completers	51	49	70	86	102

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	59
% Employed	89.8
% Employed Full-Time	86.8
% Employed Part-Time	13.2
Ave. Hourly Salary - FT	$12.72
Ave. Hourly Salary - PT	$16.12
% Employed in Related Field	96.2
% Continuing Education	10.3
Satisfaction with Current Employment**	4.0

510805 - PHARMACY TECHNICIAN/ASSISTANT (formerly 170507)
6 programs -- 1 is low enrollment

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	1,013	1,066	1,580	1,636	1,538
Unit Cost	198.80	197.17	170.83	121.40	132.29
Enrollment	287	326	420	415	383
Completers	32	22	43	48	82

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	27
% Employed	92.6
% Employed Full-Time	84.0
% Employed Part-Time	16.0
Ave. Hourly Salary - FT	$9.67
Ave. Hourly Salary - PT	$10.25
% Employed in Related Field	72.0
% Continuing Education	14.8
Satisfaction with Current Employment**	4.4

*Some respondents did not reply to all survey questions
**Ranges from 1 (very dissatisfied) to 5 (very satisfied)
SOURCES OF DATA: Annual Enrollment and Completion Data, Occupational Follow-up Study Survey

Illinois Community College Board
STATEWIDE DATA FOR PROGRAM REVIEW

510806 - PHYSICAL THERAPY ASSISTANT (formerly 170815)
6 programs

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	2,534	2,644	3,430	4,304	4,467
Unit Cost	191.12	218.70	209.73	195.70	220.52
Enrollment	457	580	852	827	881
Completers	90	96	95	112	171

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	65
% Employed	100.0
% Employed Full-Time	92.3
% Employed Part-Time	7.7
Ave. Hourly Salary - FT	$12.95
Ave. Hourly Salary - PT	$11.49
% Employed in Related Field	98.5
% Continuing Education	9.4
Satisfaction with Current Employment**	4.3

510808 - VETERINARIAN ASSISTANT (formerly 170512)
1 program

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	819	828	766	784	804
Unit Cost	265.58	248.87	216.88	258.02	271.65
Enrollment	53	81	62	61	60
Completers	19	31	23	26	26

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	23
% Employed	100.0
% Employed Full-Time	87.0
% Employed Part-Time	13.0
Ave. Hourly Salary - FT	$9.14
Ave. Hourly Salary - PT	$6.00
% Employed in Related Field	95.7
% Continuing Education	17.4
Satisfaction with Current Employment**	4.4

*Some respondents did not reply to all survey questions
**Ranges from 1 (very dissatisfied) to 5 (very satisfied)
SOURCES OF DATA: Annual Enrollment and Completion Data, Occupational Follow-up Study Survey

Illinois Community College Board
STATEWIDE DATA FOR PROGRAM REVIEW

511501 - ALCOHOL/DRUG ABUSE COUNSELING (formerly 170401)

10 programs

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	7,656	8,065	7,431	6,447	6,708
Unit Cost	118.30	121.86	135.26	137.61	140.62
Enrollment	1,339	1,329	1,298	1,225	1,178
Completers	135	192	162	177	207

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	88
% Employed	81.8
% Employed Full-Time	84.7
% Employed Part-Time	15.3
Ave. Hourly Salary - FT	$13.17
Ave. Hourly Salary - PT	$9.52
% Employed in Related Field	73.7
% Continuing Education	39.4
Satisfaction with Current Employment**	4.1

511502 - PSYCHIATRIC/MENTAL HEALTH SERVICES TECHNICIAN (formerly 170406)

6 programs – 2 are low enrollment

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	2,098	2,110	2,410	2,143	1,929
Unit Cost	136.06	115.36	127.79	149.18	162.12
Enrollment	217	159	158	163	165
Completers	18	19	13	8	14

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	3
% Employed	100.0
% Employed Full-Time	66.6
% Employed Part-Time	33.3
Ave. Hourly Salary - FT	$5.50
Ave. Hourly Salary - PT	$5.00
% Employed in Related Field	66.6
% Continuing Education	0.0
Satisfaction with Current Employment**	4.5

*Some respondents did not reply to all survey questions

**Ranges from 1 (very dissatisfied) to 5 (very satisfied)

SOURCES OF DATA: Annual Enrollment and Completion Data, Occupational Follow-up Study Survey

Illinois Community College Board
STATEWIDE DATA FOR PROGRAM REVIEW

511504 - DEVELOPMENTAL DISABILITIES/HABILITATION AIDE (formerly 170405)
2 programs -- both are low enrollment

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	436	522	13	--	--
Unit Cost	113.56	146.69	228.62	--	--
Enrollment	20	26	6	7	7
Completers	0	5	8	9	11

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	3
% Employed	100.0
% Employed Full-Time	66.6
% Employed Part-Time	33.3
Ave. Hourly Salary - FT	$8.00
Ave. Hourly Salary - PT	$7.00
% Employed in Related Field	100.0
% Continuing Education	66.6
Satisfaction with Current Employment**	3.5

520701 - ENTERPRISE MANGEMENT & OPERATIONS, GEN. (formerly 061801)
14 programs -- 5 are low enrollment

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	10,125	10,429	8,502	8,732	8,829
Unit Cost	121.88	122.44	129.79	144.19	168.77
Enrollment	296	385	401	464	477
Completers	20	14	49	53	34

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	11
% Employed	72.7
% Employed Full-Time	100.0
% Employed Part-Time	0.0
Ave. Hourly Salary - FT	$9.30
Ave. Hourly Salary - PT	--
% Employed in Related Field	37.5
% Continuing Education	62.5
Satisfaction with Current Employment**	5.0

*Some respondents did not reply to all survey questions
**Ranges from 1 (very dissatisfied) to 5 (very satisfied)
SOURCES OF DATA: Annual Enrollment and Completion Data, Occupational Follow-up Study Survey

Illinois Community College Board
STATEWIDE DATA FOR PROGRAM REVIEW

520902 - HOTEL/MOTEL AND RESTAURANT MGMT (formerly 060701)
10 programs – 2 are low enrollment

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	4,821	4,482	4,297	4,402	4,087
Unit Cost	189.98	206.31	208.60	207.15	194.93
Enrollment	773	706	640	602	547
Completers	64	53	60	45	38

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	16
% Employed	81.3
% Employed Full-Time	92.3
% Employed Part-Time	7.7
Ave. Hourly Salary - FT	$9.20
Ave. Hourly Salary - PT	$7.50
% Employed in Related Field	61.5
% Continuing Education	33.3
Satisfaction with Current Employment**	3.5

521001 - HUMAN RESOURCES MANAGEMENT (formerly 061601)
6 programs – 5 are low enrollment

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	5,831	5,786	5,070	4,898	4,567
Unit Cost	103.72	110.93	117.28	131.61	136.51
Enrollment	70	69	68	56	45
Completers	19	14	24	15	13

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	8
% Employed	100.0
% Employed Full-Time	87.5
% Employed Part-Time	12.5
Ave. Hourly Salary - FT	$11.14
Ave. Hourly Salary - PT	$6.00
% Employed in Related Field	62.5
% Continuing Education	71.4
Satisfaction with Current Employment**	3.7

*Some respondents did not reply to all survey questions
**Ranges from 1 (very dissatisfied) to 5 (very satisfied)
SOURCES OF DATA: Annual Enrollment and Completion Data, Occupational Follow-up Study Survey

Illinois Community College Board
STATEWIDE DATA FOR PROGRAM REVIEW

521101 - INTERNATIONAL BUSINESS (formerly 060901)
4 programs – 1 is low enrollment

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	115	314	456	462	616
Unit Cost	156.65	128.62	197.09	165.37	182.99
Enrollment	61	72	84	85	101
Completers	3	3	10	9	9

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	4
% Employed	100.0
% Employed Full-Time	100.0
% Employed Part-Time	0.0
Ave. Hourly Salary - FT	$17.50
Ave. Hourly Salary - PT	–
% Employed in Related Field	50.0
% Continuing Education	25.0
Satisfaction with Current Employment**	4.0

521501 - REAL ESTATE (formerly 061701, 061704)
30 programs – 6 are low enrollment

ANNUAL DATA	FY91	FY92	FY93	FY94	FY95
Credit Hours Generated	15,468	14,766	14,364	14,152	11,006
Unit Cost	108.93	110.41	113.46	117.36	136.09
Enrollment	2,174	1,985	2,027	1,741	1,536
Completers	33	28	31	152	26

FOLLOW-UP OF FY94 COMPLETERS	
Number of Respondents*	68
% Employed	73.5
% Employed Full-Time	86.0
% Employed Part-Time	14.0
Ave. Hourly Salary - FT	$15.13
Ave. Hourly Salary - PT	$8.22
% Employed in Related Field	36.0
% Continuing Education	25.8
Satisfaction with Current Employment**	4.3

*Some respondents did not reply to all survey questions
**Ranges from 1 (very dissatisfied) to 5 (very satisfied)
SOURCES OF DATA: Annual Enrollment and Completion Data, Occupational Follow-up Study Survey

ATTACHMENT D

EXCERPTS FROM

ILLINOIS BOARD OF HIGHER EDUCATION REPORTS

Attachment D-1

Illinois Board of Higher Education
Guidelines for Productivity Improvements
(March 1995)

1. **Productivity of Instructional Units**

In making productivity improvements in instructional units, campuses and systems should follow the guidelines listed below. These guidelines parallel the questions for comprehensive program reviews found in Section B above. The results of program reviews should provide the basis for making productivity improvements in instructional units.

Institutions should consider eliminating programs whose credit hours, enrollments, and degree production significantly deviate from the statewide or institutional average credit hours, enrollments, and degrees produced per program, particularly if other factors exist such as high program costs or low occupational demand.

Institutions should consider eliminating or reducing programs in fields of study in which projected statewide job openings are low or are projected to slow or decline, particularly if other factors exist such as high program costs, low program quality, or low occupational placement.

Institutions should consider eliminating fields that enroll a relatively small proportion of institutional and statewide enrollments and that enroll a small proportion of non-majors, particularly if there also is low occupational demand, low program quality, or high program costs.

Institutions should reduce the number of courses and specializations offered when necessary to achieve a cost-effective level of enrollment per course.

Institutions should consider elimination of instructional units that have been found to have quality deficiencies based upon their most recent program reviews.

Institutions should consider eliminating programs that exhibit low job placement rates, lack of student and alumni satisfaction and support, and low graduate admissions or pass rates on licensure exams.

Institutions should consider eliminating programs whose costs significantly deviate from the statewide average expenditures per FTE in the discipline, particularly if other conditions such as low student or occupational demand or low program quality exist.

2. **Productivity of Public Service and Research Units**

In making productivity improvements in public service and research units, campuses and systems should examine the guidelines listed below. These guidelines parallel the questions

for reviews of public service and research units found in Section B above. The results of reviews should provide the basis for making productivity improvements in public service and research units.

Institutions should examine their research and public service institutes, centers, and functions and consider eliminating those that attract little support, particularly when other factors such as the quality of research and service provided and centrality to the institution's mission suggest low productivity.

Institutions should consider eliminating centers and institutes or consolidating activities when there is an imbalance in their capacities to carry out research and public service in relation to demand.

Institutions should eliminate low quality research and public service units based upon the most recent program reviews, including an assessment of faculty and staff contributions to the development and application of knowledge and the delivery of services.

Based on the findings of most recent program reviews, institutions should consider eliminating research and public service units that are peripheral to the institution's mission and whose contributions to instruction and service to students do not serve institutional, regional, or statewide priorities.

3. Academic Productivity of the Institution

The overall productivity of instructional, research, and public service activities of universities can be improved by examining the guidelines below:

Institutions should consider focusing the scope of their offerings to achieve appropriate student-faculty ratios, program-major cost levels, and enrollment and degree production levels across fields of study and by levels of instruction.

Staffing patterns should be modified in ways that improve productivity and avoid adverse effects on the quality and effectiveness of institutional functions.

Institutions should assure that any declining trends in instructional workloads are evaluated and should consider modifying workload policies when faculty workloads are significantly less than institutional, statewide, or national averages.

Institutions should consider shortening vacation schedules and semester breaks and modifying academic calendars so that students can pursue coursework on a year-round basis and institutional facilities and resources are effectively utilized.

Institutions should reexamine their policies related to faculty development and sabbaticals to ensure that they are effectively supporting scholarship and faculty renewal goals and that expenditures for faculty scholarship and renewal are in balance with direct instructional, research, and public service expenditures.

Institutions should examine trends in resource commitments to academic support functions and technologies and reverse trends that are not promoting increased academic productivity.

Institutions should eliminate or consolidate formally organized academic units or off--campus sites that have low levels of direct expenditures in relation to overhead costs, that are less central to the mission of the institution, and whose services are provided effectively elsewhere in the state.

Institutions, systems, and the Board of Higher Education should refine and streamline academic review and approval processes. Colleges and universities shou'd expand resource sharing across academic units and with other institutions at off-campus sites.

4. **Productivity of Administrative Functions**

In making productivity improvements in administrative functions the guidelines described below should be examined:

Institutions should consider eliminating or reducing administrative units and functions that are peripheral to their primary mission. Institutions also should reduce or eliminate state funds that support such units, particularly when state expenditures per student or per faculty staff-year significantly exceed the statewide average.

Institutions should consider reducing administrative units and functions that have grown excessively in recent years, particularly when state expenditures per student or per instructional, research, and public service dollar significantly exceed the statewide average.

Institutions, systems, and the Board of Higher Education should eliminate or consolidate functions that are redundantly provided by different administrative units.

Institutions should carry out comparative analyses of support costs across academic and administrative units and should incorporate efficiencies and technologies employed in relatively low overhead units to reduce costs in relatively high overhead units.

Attachment D-2

Illinois Board of Higher Education Description of the 1995-1996 Priorities, Quality, and Productivity Initiative (November 1995)

The following resolutions were included in the Illinois Board of Higher Education report, *Priorities, Quality, and Productivity of Illinois Higher Education: Summary and Assessment for 1994-95 and Recommendations for 1995-96* (November 1995)

The Board of Higher Education reaffirms its commitment to reinvesting in its highest priorities: improvement of undergraduate teaching and learning, minority student achievement, workforce preparation, affordability of higher education, and competitiveness of faculty and staff salaries. The Board of Higher Education also reaffirms its commitment to work with the Governor and the General Assembly to achieve additional support for higher education.

The Board of Higher Education commends public university, community college, and independent college and university actions to set priorities and make decisions to improve academic quality and enhance productivity during 1994-95; and requests that colleges and universities and their governing boards implement the improvements described in their 1995 reports and accelerate efforts to achieve results in areas not yet fully addressed.

The Board of Higher Education calls upon colleges and universities and their governing boards to continue to engage the campus community in refining priorities and using them to make resource allocation and program decisions; focusing instructional priorities on improving the quality and productivity of academic programs; achieving productivity improvements in administration and support services, research, and public service; examining the academic quality and productivity of the campus as a whole; and working with other institutions and through regional consortia to promote cooperative offerings and the sharing of resources.

In 1995-96, the Board of Higher Education calls upon colleges and universities and their governing boards to engage the campus community in focusing efforts to achieve higher quality and greater productivity by:

> continuing to develop and implement plans for enhancing the quality of faculty work and contributions to sustaining and enhancing institutional quality and productivity;
>
> engaging in and supporting statewide studies of indicators and student information systems to provide accountability for achieving higher education's most important goals and objectives; and
>
> assisting in a study of efforts to strengthen academic preparation for higher education and the nature, scope, and effectiveness of remedial and developmental education programs offered by colleges and universities in Illinois.

The Board of Higher Education further calls upon public and independent universities offering master's and doctoral programs to participate in a statewide examination of graduate education.

The Board of Higher Education hereby requests that public universities examine the role of intercollegiate athletics in their respective missions and address the appropriate scope and size of intercollegiate athletic programs, level of competition, value to traditional and non-traditional students, financial needs, and funding options.

The Board of Higher Education hereby requests public university and community college governing boards to integrate the Priorities, Quality, and Productivity initiative into their planning, priority setting, budgeting, and program approval; and review decision-making processes by using the *Guidelines for Improving Productivity in Illinois Higher Education.*

The Board of Higher Education hereby requests Illinois colleges and universities and their governing boards to submit reports in August 1996, on the decisions made and results achieved during the 1995-96 Priorities, Quality, and Productivity initiative. Each college and university should show how the decisions made and results achieved support campus and statewide priorities and strengthen the quality of programs and services.